

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) to (d) A Committee constituted by the Central Advisory Board of Education (CABE) under the chairmanship of Shri Kapil Sibal, the then Minister of State for Science & Technology and Ocean Development had submitted a report on 2.7.2005 containing essential provisions of the draft legislation envisaged under Article 21 A of the Constitution which makes education a Fundamental Right for children in the age group of 6-14 years. The report was considered by the CABE in its meeting held on 14-15th July, 2005 and based on the suggestions and comments received during the CABE meeting, the draft legislation was revised and circulated to the States/UTs. Based on further consultations and comprehensive discussion on the legal and constitutional implications as well as the concomitant financial requirements a draft Model Right to Education Bill, spelling out broad parameters and features for achieving the Constitutional mandate of free and compulsory education was drafted and circulated as framework to the States/UTs to seek their comments thereon.

(e) Yes Sir. National Knowledge Commission have expressed their view that a central legislation under Article 21 A of the Constitution should be enacted requiring the States to enact Right to Education Bills within a specified time period, and with the primary financial responsibility for this resting with the Central Government. In addition the National Knowledge Commission has suggested that norms for infrastructure, pupil-teacher ratios, Teaching methods and facilities should be adhered to. It has also observed that norms for minimum qualifications of teachers are important. It has also made observations on justiciability and redressal mechanisms.

(f) For making Right to Education a reality, adequate financial provisions are necessary. In this context the matter has been taken up with the Planning Commission to make an unequivocal commitment to enhancing public spending on education to 6% of the GDP during the 11th Plan.

Policy for IIT campus in other States

1221. SHRI S.M. LALJAN BASHA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether IITs under the present policies and laws can start a second campus in different States;

- (b') if so, the details of such powers available to NTs to expand and bring excellence to technical education;
- (c) if not, the reasons for Government not encouraging IITs to spread their teaching expertise in different areas of the country; and
- (d) the steps proposed to encourage the propagation of III education all over the country?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) to (d) There is no specific mention in the Institute of Technology Act, 1961 for the IITs to start additional campuses in different States. The NTs are located in different regions of the country and, therefore, they are able to spread their quality education in different parts of the country. The IIT.education is open to all citizens of the country and the selection is purely on merit, based on competitive entrance examinations at under-graduate and postgraduate levels.

Education pattern in the country

1222: SHRI ABU ASIM AZMI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (s) whether it is a fact that "British Pattern of Education" still exists in the country which is beyond the access of a common man;
- (b) if so, whether there is proposal under active consideration of Government to bring all the schools/colleges and other institutions under one and same pattern "One Nation—One Education" in the country; and
- (c) if so, by when and if not, the reasons for continuing the British Pattern of Education?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) In so far as higher education is concerned the model of universities followed is indeed the British Pattern. The earliest universities, namely the Universities of Madras, Mumbai, Calcutta were modeled on the London University and this mode continues to be followed. However, it is not true that education is beyond the access of common man, particularly in respect of public universities. The levels of student fees continue to be low compared to most countries. However, the same is not true? with regard to the private unaided sector of higher education where student fees are higher.